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ABSTRACT

This booklet contains tips to help elementary and secondary teachers teach family history in the classroom. It is suggested that teachers might begin by providing their students with a checklist identifying the kinds of evidence usually available in a home, such as photographs, certificates, yearbooks, diplomas, membership cards, newspaper clippings, obituaries, and heirlooms, and then asking them to reconstruct as much of a family biography as they can from these materials. To gather facts students should interview family members and investigate the records of city and country agencies. Once students have collected the evidence and facts, they need to explain developments in their family, to analyze causes and effects of what happened, to generalize about patterns that they find, and to illustrate generalizations. To make this transformation from facts to history, students must choose a theme, for example, the American dream. And, finally students must write up their research. The booklet then goes on to discuss how family history could be taught as a particular course in the curriculum, as part of American or world history courses, and in multidisciplinary social studies classes. Examples of teaching methods are provided, such as conducting generational studies, tracing a family's migration, preparing family history albums, preparing family time capsules, and tracing a family tree. The booklet concludes with discussions and lists of sources, resources, and references. (Author/RM)

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Series 2
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How To Do It Series

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Family History: Coming Face-to-Face with the Past

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What looks dark in the distance may lighten as I draw near.
—Mary G. Brainard

Introduction

Using family history in schools depends upon well-developed skills at research, and this How-To-Do-It booklet is designed to provide guidelines for the development of such skills in reconstructing a family. Divorce, multiple marriages, adoptions, and other factors make the field of family history a sensitive one. However, when used by an intelligent and compassionate teacher, it can be a valuable area for study.

Here, then, are suggestions on how to find one's genetic heritage, how to put flesh and blood on the bones of the past, and how to turn research into stimulating history.

How To Find Family Skeletons

Teachers might begin by providing their students with a portfolio containing the kinds of evidence usually available in a home—photographs, certificates, yearbooks, diplomas, membership cards, newspaper clippings, obituaries, and heirlooms—and then asking them to reconstruct as much of a family biography as they can from these materials. Students should identify the kinds of materials with which they are working, so that they become alert to possibilities for research in their homes.

Evidence From Attics, Closets, and Trunks

Four key items need to be recorded from these searches: names, dates, places, and relationships. Anecdotes should not be neglected, because they will be needed later. A checklist of materials that can be examined may be useful:

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___ letters
___ report cards
___ picture albums
___ obituaries
___ birth certificates
___ marriage certificates
___ diaries
___ yearbooks
___ military records
___ family recipes
___ death certificates
___ citizenship papers
___ Bibles
___ accounts
___ clippings
___ heirlooms
___ wills
___ religious records

Interviews as Sources

A student can visit, write, or telephone family members, and such relatives may provide much additional information, if interviews and questionnaires are handled effectively. Students may need instruction in interview techniques, and it may be necessary to have a class session that "brainstorms" for the kinds of questions that can be asked during an interview. There are a number of good guides available for conducting historical interviews, but the best brief and inexpensive work for teachers is a pamphlet by Willa K. Baum, entitled *Oral History*. She provides many good tips for interviewing. Above all, students must prepare questions in advance so that they can ask the same questions of each generation, or they will have lost the basis for comparative work.

Elderly people are repositories of knowledge, but in some cases students will need to use special interview techniques to obtain the information they seek. It is of little value to say, "Tell me everything about the past," because the answer may be, "I can't remember anything." However, if a student "primes" a grandparent's memory by showing a photo, by recalling a family legend, or by recounting an historical event the grandparent's memory may quickly regenerate.

While setting down an exhaustive list of questions is not practical in this booklet, some sample questions may be helpful:

Personal Data

When and where were you born?
Were you ever told about any special circumstances of your birth?
What have been the most memorable events of your life?
Where did you fit in your family? Were you the oldest? Did it make a difference?

Growing Up

Where did you grow up? Have you moved often? For what reasons?
Do you have any brothers and sisters?
Can you describe your home and homelife as a child?
What jobs did each member of your family perform?
How could you tell when you were considered grown-up?

Education

Where did you go to school?
What did you study?
How important was education in your family?
What were your teachers like?

Parents

How did your parents meet?
Had they grown up together?
What education and occupations did they have?
Have they told you how their lives differed from your own?
What particular jobs did your father do in the family? Your mother?

Achievements

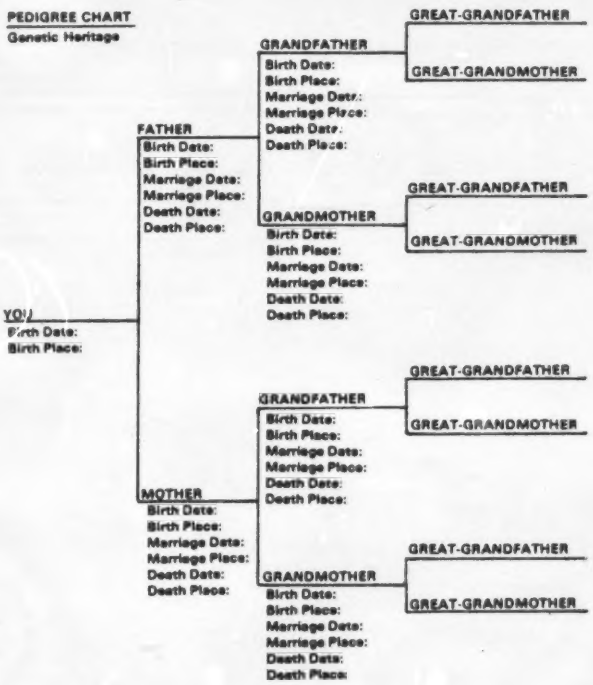
Did your family have any particular goals? An "American Dream"?
Did you share their goals?
How did you try to achieve your goals?
Which of your goals are you still working on?

Family Members and Kin

Do you remember any family members who died before the children were born?
What do you remember about any of your family history prior to the family's coming to the United States?
Are there any family traits or heirlooms that have been in your family for a long time?

Recording Family Data

Genealogical data are easiest to handle if charts are used, and students should maintain both Pedigree Charts and Family Record Charts. Teachers can make their own charts by enlarging the designs shown here, or they can purchase them commercially. The Pedigree Chart represents one's genetic heritage, and one can note on it an important date and place in which to search for family history.



One Family Record Chart is made for each marriage that is on the Pedigree Chart. These records will contain information about aunts and uncles, sisters and brothers, and, in some cases, cousins. From these records, a reasonable family chronicle could be produced.

Moving Beyond the Home

City and county agencies maintain a variety of records on families, and, inasmuch as they are public records, we have every right to use them. However, one must ask for specific items at courthouses, local libraries, and genealogical societies. Some things to try to locate are:

___ religious records
___ telephone directories
___ wills/probate records
___ birth certificates
___ death certificates
___ county gazetteers
___ county plat books
___ county histories
___ local newspapers
___ city directories
___ deeds/land records
___ marriage certificates
___ cemetery records
___ naturalization papers

State and federal governments have also maintained good records on families in the United States; the latest such record is the census of 1980. The earlier censuses

FAMILY RECORD CHART
Complete one family record chart for each husband-wife on the pedigree chart.

Father's Name	Mother's Name
Birth Date and Place	Birth Date and Place
Education: Schools Dates	Education: Schools Dates
Military Service: Dates Rank Location	Military Service: Dates Rank Location
Occupation and Employment Record: Dates Employer	Occupation and Employment Record: Dates Employer
Places of Residence: Dates Address	Places of Residence: Dates Address
Organizations and Affiliations:	Organizations and Affiliations:

Children from this Marriage Names (Oldest First)	Birth Date	Birth Place	Spouse
1.			
2.			
3.			
4.			

are open through 1900, so anyone may use them to find family members who settled in the United States before June of 1900. There are numerous indexes and soundexes (phonetic indexing) for censuses, and much time will be saved if these tools are used to locate family members. Any library that uses an interlibrary loan system may borrow the microfilms of the census manuscripts from a branch of the National Archives. Alex Haley recalls drifting into the National Archives in Washington, D.C., on the chance that he could find his ancestors in some of the censuses of the nineteenth century. When family names fairly jumped off the page, they left him awestruck.

Along with the censuses, the government maintains military records from each war involving the United States; it has files of immigrants arriving at the various port cities; and it can provide information about land grants and homesteads. A convenient research tool which provides information on what materials are available and how they can be secured is the *Guide to Genealogical Materials in the National Archives.*

Some Caveats About Sensitive Points

Ninety-nine percent of the students in a class will approach a family research assignment with an enthusiasm that grows with each new find. However, teachers must always be prepared to accommodate the students who either cannot, or will not, search for their pasts or are embarrassed by their ancestors. It is worth encouraging a reluctant student, because people who do not know their origins or hide from them may lose much. If one misses those resources that only families can offer, or if one is ashamed of people who are of ordinary stock or have struggled through life without much success, the result may be a level of self-deprecation that is not easily overcome.

On the other hand, what a student would gladly do may not be supported by his parents or by appropriate materials. Divorces and multiple marriages characterize about one-third of the families with school-age children today, and people may be reluctant to talk about their experiences. Adoptions and so-called "illegitimacy" present other problems, and family secrecy may not be the only difficulty that is encountered. Some states now permit adopted children to see the records of their adoption, but the majority still have laws that prevent access to placement records.

If students raise questions about how much they must divulge from their research, they should be reassured that they need not write or tell anything that they do not want to be known by others. Students can keep their family secrets without revealing them to the teacher or their classmates. If students object to looking for their families or cannot find much information, there are alternative assignments that can be provided. If there are good local records, a student might write a biography of a local family that has been prominent in the life of the community. Alternatively, a family such as the Adamses could be traced, because it spans the entire American experience, and it is inextricably linked with American historical events.

Turning the Facts into History

Family trees and genealogical charts provide names, births, marriages, and deaths—the skeleton of history—but these data in themselves are not history. The facts must be turned into history by putting flesh on the bones. Students will need *to explain* developments in their family, *to analyze* causes and effects of what happened, *to generalize* about patterns that they find, and *to illustrate* generalizations. An essential for this transformation from facts to history is a theme. Without a theme and with only a listing of all of the "begats," students will end up not with history, but with a chronicle.

Finding a Theme

After family research has been carried on for several weeks, a theme may become apparent to students. Some

mother is likely to have said to her offspring: "You're just like your father; it runs in his family." Or perhaps someone has noted the fact that almost an entire family has red hair and freckles, or others have observed that a family has unusual musical ability. A family dairy business that has been tended by several generations may serve as a source for a theme, and there are other possibilities. The immigration processes—which include the decisions to leave, the "magnet" effect of America, and the processes of fitting in—will serve many students. The flight from war, or participation in a succession of wars, may provide a theme that is replete with heroes, tragedies, and changed roles for family members.

The "American Dream" might be used by almost any student, although each family will have interpreted it differently, and each generation will have tried to work it out in its own way. The degree to which the families were successful is another facet about which students could write. Ethnicity, depressions, work, modernization, aging, and family roles can all be used to tie the various generations of a family together.

Considering Both Sides of the Historical Coin

It is important to note when a family has been deeply affected by an important historical event—for example, the Depression or World War II—but it is equally important to assess to what degree a family (or families united by some common purpose) have affected history. In Holland, Michigan, it is natural to teach the impact of Dutch immigrants who created a haven for their religious and business practices; and a similar analysis can be made of the Creoles of New Orleans, the Chicanos of San Antonio, the Blacks of Gary, the Chinese of San Francisco, and the Native Americans in several places.

It is true that generations have changed the course of history; and the present generation, which has been reared on wall-to-wall television, has changed the language of the country. Or, to take another example, students of the 1960s changed the course of American political history when their protests forced a President to withdraw from the presidential race.

Reading for a Theme

The patterns across the United States will be varied, but students can find evidence of the impact of historical events and the impact of families—of every form and structure—on historical events. If students cannot suggest a theme, one might ask them to read and discuss short essays that illustrate the use of history in family biography. An excerpt from Joyce Maynard's *Looking Back* will show them how one 18-year-old analyzed the historical changes in her lifetime, and Alex Haley's *Roots*, or its TV adaptation, illustrates his theme of the struggle by a family from slavery to freedom. Jim Watts and Allen E. Davis have included excerpts from those two writers and many more in their useful book, entitled *Generations: Your Family in Modern American History*.

Finally, studying family history entails writing up one's research; and at a time when many social studies and English teachers are trying to offer writing assignments that are interesting, worthwhile, and impossible to plagiarize, the study of the family provides an ideal vehicle. There is little published material to provide easy copying; and teaching students to write narration, description, and analysis can be effective with family history assignments.

Writers of family history have the same responsibilities as other historians: to be honest and reliable in their reporting about and to other generations. Memories are often both the best and worst sources of data; they provide vivid details and interesting anecdotes, but time has often eroded the facts, and either the stories must be cross-checked or the writer must indicate skepticism about their reliability.

Teachers will find family-history research a very good subject with which to teach the standards by which reliability is judged: (1) Does the witness—whether interviewee or writer—have the ability to tell the truth because he or she was present as the events transpired and so has firsthand knowledge of them? and (2) Does the witness have the willingness to tell the truth without prejudice or exaggeration? Memories tend to be very selective, and a good historian will know that it is worthwhile to interview not only Grandpa, but also Great Aunt Sally, who lived through the same events. Cross-checking memories with documents is an obligatory procedure for all writers.

Using Family History in the Classroom: Suggestions and Examples

The family has been one of the most persistent and important institutions in most civilizations, and one could justify teaching family history as a particular course in the curriculum. It can offer both a realistic focus and a better perspective than separate courses on women or childhood. Family history can also be taught effectively as part of American or world history courses, and in multidisciplinary social studies classes.

Family History Theme Courses

While no one has produced a comprehensive textbook on family life in either the United States or Europe, there are studies available that focus on families in various periods of time. From them, it is possible to make judicious statements about how families have changed over time.

The nuclear family obviously is not a product of the twentieth century; but, in fact, even our earliest United States census records indicate that the nuclear family was far more typical than the extended family in George Washington's time. We also know that one of the significant changes in the family occurred between the American Revolution and the 1830s, when family size dropped from an average of seven or eight children to between five and six. By the end of the nineteenth century, family size had been cut in half, to approximately four children.

These studies can correct misconceptions about the women's movement, because they indicate a more active and earlier role for women in family-planning, child-nurture, and home-management. As children became fewer, they became more important, and their mothers performed different functions in their nurture. As America became industrialized and fathers more often took jobs outside the home, women assumed more important management functions for the family. Literacy figures, in particular, demonstrate how significant the changes for women were, for women had to learn to read and write to participate in their children's education. The movement from marriage by arrangement to marriage by personal choice is another interesting facet of family change in the nineteenth century.

Few textbooks offer sufficiently detailed materials for an entire course on the family, but some significant work for high schools looms on the horizon. Peter Stearns and Linda Rosenzweig have conducted workshops on the testing of social history materials, including units on the family, and the publication of materials is anticipated. Until their work appears in print, teachers could prepare themselves for instruction on the family by consulting some of the following materials, which are both readable and fascinating:

READINGS ON THE FAMILY IN AMERICAN HISTORY

General Works:

- Carl Degler, *At Odds: Women and the Family in America from the Revolution to the Present.*
- Christopher Lasch, *Haven in a Heartless World: The Family Besieged.*

Colonial America:

- John Demos, *A Little Commonwealth: Family Life in Plymouth Colony.*
- Edmund S. Morgan, *The Puritan Family.*
- ———, *Virginians at Home.*

The National Period:

- John W. Blassingame, *The Slave Community: Plantations in the Antebellum South.*
- Carl Bode (ed.), *American Life in the 1840s.*
- David B. Davis (ed.), *Antebellum American Culture.*
- Philip J. Greven (ed.), *Child-Rearing Concepts, 1628-1861.*
- Bernard W. Wishy *The Child and the Republic: The Dawn of American Child Nurture.*

Later Nineteenth Century:

- E. Franklin Frazier, *The Negro Family in the United States.*
- Herbert Gutman, *The Black Family in Slavery and Freedom, 1750-1925.*
- Tamara K. Hareven (ed.), *Family and Kin in Urban Communities, 1770-1930.*
- Bellamy Partridge and Otto Bettman, *As We Were: Family Life, 1850-1900.*
- Jacob Riis, *How the Other Half Lives.*

Twentieth Century:

- John Sirjamaki, *The American Family in the 20th Century.*
- Ben J. Wattenberg and Richard Scammon, *This USA: An Unexpected Family Portrait of 194,067,296 Americans Drawn from the Census.*

Family History in Integrated Courses

If the high school curriculum is well established and there are no provisions for adding semester courses or theme courses, the study of the family can be integrated into the United States history and world history courses. For the former, the above readings can provide a basis for lectures, reading assignments, and research topics for particular lessons on the family in each major period of history.

Discussion of the Colonial family, the American family at the time of the Revolution, and the dramatic changes in families in the period immediately following the Revolution can be included in the course of American history. The slave family, the immigrants, and the Native Americans all deserve attention. They offer a comparative perspective that many topics do not. Students who can see the changes in families over time, or the comparative threads of different kinds of families, will have a more accurate conception of the perspective that history provides.

The Family Comparisons Chart will serve as a reminder of some topics that could be considered in each major unit.

Multidisciplinary Study of the Family

The historical study of the family focuses on both the changes in the family over time and the aspects of the contemporary family that have persisted. In a multidisciplinary social studies class, the family is examined through a variety of lenses.

Sociology: Students might study the family as a social unit; and a sociological examination of the family could contribute ideas about roles, marriages, divorces, status of the family and its members, the norms by which families operate, and the interaction both within families and between families. A sociological study of the family could also include the relationship of the family to churches, schools, legal systems, and other institutions.

Economics: As an economic unit, the family deserves attention for the kinds of values and goals that families set, especially as they try to work out a good life for themselves. When resources are scarce, one could consider what choices families make, or what they do with surpluses that accumulate. How members of the family acquire their economic status and how their positions can be affected by education are important, as are a family's possibilities for mobility, whether they come through work, through management of resources, or from still other means.

CHARTING FAMILY COMPARISONS FROM ONE PERIOD TO ANOTHER — PERIOD OF HISTORY: _____

FAMILY ROLES	DECISION-MAKING	EMPLOYMENT BREADWINNING	EDUCATION TRAINING	CHILD-REARING	POLITICAL PARTICIPATION	LIFE EXPECTANCY	PARTICIPATION IN MAJOR EVENTS
Father							
Mother							
Children (including average no.)							
Other Family Members (Note grandparents, hired help, etc.)							
Kin							

	Great-Grandparents											
Shade in life spans.	Grandparents											
	Parents											
FAMILY TIME:	Self											
HISTORICAL TIME:	1980	1970	1960	1950	1940	1930	1920	1910	1900	1890	1880	1870
Events:	Reagan	Vietnam	Cold War		WWII	Depression	WWI	Progressives	Populists		Reconstruction	
	Carter	Watergate		Korea	A-Bomb	Hitler	Roaring 20s	Prohibition	Sp-Am War		Rise of Big Business	

Political Science: The family is deeply affected by the organization of decision-making within a unit and by the larger questions of the mobilization of power by various levels of government. Students might examine leadership roles in their own families, and analyze what the leadership of the nation believes about the place of the family in society. Legislation often affects a family through taxation, the regulation of child and adult labor, and the definitions provided for both juvenile delinquency and adult responsibility. Few facets of the political system are more influential than the welfare programs provided by the political decisions within a country.

By examining the family through political science, sociology, and economics, students acquire historical perspective which illustrates the social, political, and economic evolution of the family.

Conducting Generational Studies

What are sometimes called "grandfather" or "grandmother" studies work best in a course (or a section of a course) that includes recent American history. Students need to study at least three generations to make a serious analysis of change within their families, and, fortunately, many students will remember their grandparents or will have access to some living grandparents.

In the first stage of a "grandfather" or "grandmother" study, students should focus on people's activities for which they can provide comparisons and contrasts from their own experiences and from those of their parents. This study relies on asking the same questions of each generation as a basis for comparison.

Students who come from a variety of ethnic settings may be particularly interested in trading ideas about their families with other students in a class, and this activity constitutes another basis for comparative history. The pervasive questions in these cases—the questions that organize the work—are: How are families similar from one generation to the next and from one ethnic group to another? How are families different from one generation to the next and from one ethnic group to another?

An alternative, graphic method of showing historical events in which families participated can be obtained by making a comparative time line that includes both family time and historical time. A sample is included here.

Comparative Role Clusters also demonstrate how generations have changed over time. Students should begin with themselves by identifying the various roles that they play and including them on one of the clusters. Next, through interviews, they should ask their parents and grandparents to identify similarities and differences in any roles that they have played or continue to play. For example, to get started, one might consider these roles: family roles, work roles, social roles, economic roles, educational roles, and recreational roles. After completing the role identification, students should analyze why roles have changed over time and what consequences derive from their having roles that their grandparents did not have.

Tracing a Family's Migration

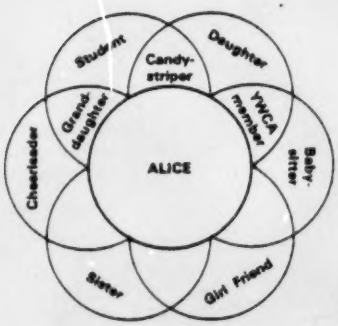
David Weitzman suggests that students map their families' movements around the United States from the time of immigration until their present settlement. This can be done by providing students with an outline map of the United States and asking them to plot the locations in which the various generations of their families have lived. On the lines that connect the various residences, the students could place the reasons for the movement. The residences should be identified by both the generation that lived at that time and the years that they lived there. Additional lines can be used to include the maternal and paternal sides of the family; but, ultimately, the family lines should join, showing where parents met and married and where they may have migrated.

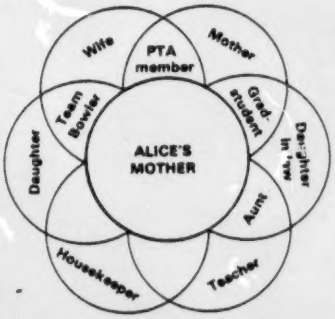
Preparing Family History Albums

Many families have collections of photographs, often scattered randomly in old boxes, drawers, and attics; and a family might appreciate the opportunity to have the photos sorted, labeled, and organized into a permanent collection. Actual photos can be used; or, if families prefer to retain the originals, it is inexpensive and easy to make photocopies. All students need to do is place half a dozen snapshots on a photocopier, and they will often get relatively good copies that they can cut apart and label.

Using construction paper, the students could organize their photographs chronologically, labeling them so that all people are identified and all historical activities are

COMPARATIVE ROLE CLUSTERS





described. Each page might include a symbol or a cartoon of historical events through which the generation lived. One result could be a pictorial and literary record of a family; it could be recopied and used for gifts for various members of the family.

Preparing Family Time Capsules

Lynne Schwab, in an issue of *Social Education* devoted to the study of the family, suggested that students prepare "Sack-it-packets," both as a simple time capsule and as an educated guess about their futures. Students might make their time capsules in a small box or paper bag; they should include photographs, cards, buttons, ribbons, souvenirs, and notes as indications of things that they were doing at the time of preparation. The capsule could be prepared in the fall of the year and then opened at the end of the school year. One of the surprises that students may experience upon opening their time capsules is to note how much they and their families have changed in one year's time. That is a valuable history lesson, and it might provide future surprises and lessons if students will save their boxes in closets at home and open them on their birthdays in succeeding years.

Value Lessons Based on Family History

Heirlooms which a family has protected and passed on from generation to generation often provide clues to what ancestors believed was their most important possession —at least a possession that could be transported during immigration and migration. Because heirlooms are often large or fragile and generally of sentimental value, one might ask students either to sketch or to photograph heirlooms and to interview the present owner about the history of the item.

If the heirlooms are either willed or passed from one generation to another through a special pattern, it may be interesting to know how and why. For example, a ring may be passed from grandmother to her oldest daughter and, in turn, to her oldest daughter. What happens when a generation is all male? Are the oldest sons given priority on any items in the tradition of primogeniture, or are all children treated equally? In all of these cases, students should ask questions about the place that the heirlooms hold in the family and what gives the items their value.

Along with their tangible treasures, many families have secrets. These must be treated with discretion and a family's privacy must be respected. However, it is always interesting to provide students with anonymous examples of family secrets. A hidden marriage, a bankruptcy, or the actions of a nonconformist member of the family may remain hidden, but students can think about people's attitudes towards such secrets.

The "American Dream" is a persistent theme in family history; and as students identify their goals for the good life in the United States, they might compare their priorities with those of their parents and grandparents. While many students may assume that great changes occur from one generation to the next, they may discover, as researchers have, that the change from one generation to another is far more evolutionary than revolutionary.

Tracing a Family Tree

A family tree is still a valuable and graphic description of a person's heritage. An outline of a tree, showing roots, trunk, and branches, can be used in an overhead or opaque projector with students.

Our Common Bond

Where will all of these ideas lead? If students are to find their own place in history, they must know that people besides presidents, generals, kings, athletes, and movie stars count for something; and family history provides them with that knowledge. It teaches, too, a lesson without which few civilized societies can long endure—that all men, women, and children are related in the common heritage of humankind.

THE MIGRATIONS OF THE EVANS-LEVIN FAMILY
Marie Swenson b. Norway, 1880
Elmer Evans b. Wales 1887
Arr. Boston 1906
Arr. NYC 1912
Marie-Elmer Married 1918 Chicago
Went to Chicago 1906
Worked in NYC 2 years.
Moved to Chicago 1916.
Grandpa Evans - b. 1917
Grandpa Evans moved to Denver after WWII service at Camp Carson.
Dad born in Denver in 1948.
I was born in Los Angeles in 1970.
Dad went to UCLA. Married mom in 1969 when they both graduated.
Grandma went to business college in Denver. Met grandpa at USO dance. Married in 1948.
Moved to Kansas City to be near Gold relatives.
Fled to U.S. 1939 Grandma was 17.
David Levin b. Leipzig, Germ. 1900
Anna Gold Levin b. Leipzig, Germ. 1904
Mom's family lived in California as long as anybody can remember. She was born Angela Chavez in 1948.

Sources and Resources

To prepare for work in county records, teachers will find it indispensable to consult George B. Everton's *Handy Guide for Genealogists*, which describes the county holdings for every county in the United States. While the states vary in the ways in which they preserve their records, all fifty of them maintain either a state archives, a state library, a state historical society, or a combination of these resource centers; and almost every state welcomes genealogical researchers. Legislatures often establish the office of state historian or state librarian with the express purpose of aiding the citizenry in their research; and many state librarians carry out their function by providing interlibrary loan services to schools, including such materials as books on local history, censuses, newspapers, and photocopied manuscripts. In areas where the state historical society is private, the staff will generally welcome inquiries from interested students, because ultimately such students may be the members and patrons of the society.

Some libraries and historical societies have become famous for their genealogical collections, and, given the mobility of Americans, they almost always serve a region rather than just a state. It is worth listing those that have reputations for their collections and their willingness to share family information:

New England and the East
New England Historical Genealogical Society, Boston
Grosvenor Library, Buffalo
Genealogical Society of Pennsylvania, Philadelphia
Maryland Historical Society, Baltimore
Long Island Historical Society, Brooklyn
The New York Public Library
The American Antiquarian Society, Worcester, MA

The South
Florida Historical Society, Gainesville
Atlanta Public Library
Chattanooga Public Library
Dallas Public Library
Louisville Free Public Library
Texas State Genealogical Society, Ft. Worth
Birmingham Public Library

The Midwest
The Burton Collections, Detroit Public Library
Newberry Library, Chicago
Illinois State Historical Society, Springfield
Western Reserve Historical Society, Cleveland
Public Library of Cincinnati
Ft. Wayne Public Library
Nebraska Historical Society, Lincoln
Minnesota Historical Society, St. Paul

The West
The Heritage Library, Glendale, CA
California State Library, San Francisco
Los Angeles Public Library
Portland Public Library
Seattle Public Library
Denver Public Library

In a class all by itself is the Mormon Genealogical Society Library in Salt Lake City, Utah. This has the largest single collection of family materials in the world. There are also major branch libraries in most states, and virtually every congregation establishes a library with the indexes to the holdings of the main library in Salt Lake City. The Mormons who staff even the small church libraries are experienced researchers, and they give their assistance generously to all serious researchers. This is in keeping with their strong belief in the importance of the family.

The Archivist of the United States in Washington is charged with maintaining the public and private records of the United States and making them available to the citizenry. The National Archives has collected the censuses taken each decade since 1790; it has files of the immigration and naturalization of families; and it holds special records on Indian families, on people who have been in the military service, and on anyone who has received a grant of land. To serve citizens who do not have ready access to the Washington collections, the National Archives has microfilmed many of its records and makes them available through one of the following branch archives:

Boston: 380 Trapelo Road, Waltham, MA 02154
New York: MOT Bayonne, Bayonne, NJ 07002
Denver: Federal Center, Denver, CO 80225
San Francisco: 1000 Commodore Dr., San Bruno, CA 94066
Los Angeles: 24000 Avila Rd., Laguna Niguel, CA 92677
Seattle: 6125 SandPoint Way NE, Seattle, WA 98115
Philadelphia: 5000 Wissahickon Ave., Philadelphia, PA 19144
Atlanta: 1557 St. Joseph Ave., East Point, GA 30344
Chicago: 7358 South Pulaski Rd., Chicago, IL 60629
Kansas City: 2306 East Bannister Rd., Kansas City, MO 64131
Fort Worth: 4900 Hemphill St., Ft. Worth, TX 76115

The National Archives and its branches provide free brochures to teachers that explain their holdings and how to secure them. Ask for "Genealogical Records in the National Archives," "Genealogical Sources Outside the National Archives," and "Regional Branches of the National Archives."

The Library of Congress, which serves as a sister institution to the National Archives, also offers genealogical assistance; but for school-age students, perhaps its best help is in providing the detailed listing of the family histories and genealogies that have already been prepared in the United States. A quick check of the indexes will disclose whether a family's history has already been researched and published.

Useful References

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Weitzman, David. *Underfoot: An Everyday Guide to Exploring the American Past.* New York: Charles Scribner's Sons, 1976.

NOTE: This *How To Do It Notebook Series 2*, designed for a loose-leaf binder, provides a practical and useful source of classroom methods and techniques for elementary and secondary social studies teachers. The titles now available in Series 2 are: *Improving Reading Skills in Social Studies, Effective Use of Films in Social Studies Classrooms, Reach for a Picture, Using Questions in Social Studies, Architecture as a Primary Source for Social Studies, Perspective on Aging, Classroom Management in the Social Studies Class, Oral History in the Classroom, Using Popular Culture in the Social Studies, Graphing: A Stimulating Way to Process Data, Individualized Instruction in the Social Studies Through Learning Centers and Contracts, Using Television News, Documentaries, and Public Affairs Programs in the Social Studies, Popular Music in the Social Studies Classroom: Audio Resources for Teachers, and Computers in the Social Studies Classroom.* Price per copy $1.50. Quantity discounts: 10-49 copies, 10%; 50-99 copies, 15%; 100 or more copies, 20%. Payment must accompany all orders except those on official institutional purchase order forms. Order from the NATIONAL COUNCIL FOR THE SOCIAL STUDIES, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.